

STATE OF NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Kirsten Baesler, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

www.dpi.state.nd.us

North Dakota Principal Evaluation Template

October 2014

**North Dakota Principal Evaluation Template
Form and Application**

Table of Contents

Introduction to the North Dakota Principal Evaluation Template	3
Purpose of the North Dakota Principal Evaluation Template	3
Professional Standards.....	4
Levels for Defining Principal Performance.....	4
Evaluation Measures.....	4
Recording and Compiling Principal Evaluation Determinations.....	7
Appendix A: Principal Evaluation Template Determination Rubrics.....	11
Appendix B: Principal Evaluation Template Determination Forms.....	22
Appendix C: Examples of Artifacts that Could Provide Evidence for Rubrics.....	32
Appendix D: Sample Principal Evaluation Process.....	33
Appendix E: Glossary of Terms.....	35
Appendix F: State Principal and Teacher Evaluation Support System Committee Members.....	36
Appendix G: Adapting the State Template.....	37

Introduction to the North Dakota Principal Evaluation Template

Few would argue with the statement that principals play a critical role in establishing and maintaining a school culture that supports teacher and student learning. The North Dakota Department of Public Instruction (NDDPI) created the *North Dakota Principal Evaluation Guidelines* (hereafter, *Guidelines*) to guide districts in developing principal evaluation systems that support principals' professional growth so that they are better able to fulfill this and other leadership roles. As explained in the *Guidelines*, districts may adopt a commercially available principal evaluation model, adapt an existing model, or create their own model. Regardless of their approach to selecting a model, districts must submit their proposed model to NDDPI for approval before implementation, completing the online application process described in the *Guidelines*. To be approved, a model must meet the criteria outlined in the *Guidelines*. This document, the *North Dakota Principal Evaluation Template* (hereafter, *State Template*) is available to school districts as one of the approved options that meets those criteria.

Use of this template is voluntary – districts may use it as they see fit to guide selection or development of their principal evaluation model. This template has been designed to offer a simple, straightforward method of establishing a principal evaluation system that is fully aligned to the state's professional standards and implementation requirements. It incorporates all program elements into a district's evaluation practices and has been approved by the NDDPI as constituting a valid and reliable model for principal evaluation. As with other approved models, school districts that adopt the *State Template* will experience a streamlined application process.

The sections that follow explain the purpose of the *State Template* and its components, including the professional standards against which principal performance is measured, the levels used to describe principal performance, the measures used to determine principal performance, and the method for recording and compiling performance. Each section includes one or more "In Practice" sidebars that provide information about different ways districts might address the component.

Purpose of the North Dakota Principal Evaluation Template

A district's principal evaluation system should foster continual improvement of school leadership, instruction, and student growth. To accomplish this purpose, the system:

- Differentiates performance;
- Uses multiple measures of professional practice;
- Uses multiple valid measures of student growth data;
- Evaluates principals on a regular basis;
- Provides clear, timely, and useful feedback that identifies needs and guides professional development; and
- Uses results to inform the continual improvement of a principal's overall performance and personnel decisions, if applicable.

The *State Template* describes a model for principal evaluation that incorporates these important elements of a principal evaluation system. When implemented with fidelity (i.e., in accordance with the district's defined administrative practices for the principal evaluation system), the *State Template* will provide a method to conduct individual principal evaluations that are meaningful to the improvement of instruction and the advancement of each principal's effective leadership efforts. It is designed to improve the quality, uniformity, validity, and reliability of principal evaluation.

Professional Standards

The *State Template* principal evaluation model is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, which articulate the common principles and foundations of effective school leadership that are necessary to improve student achievement. These ISLLC 2008 standards, presented here, are organized under six general headings, representing the broad, high-priority themes that education leaders must address in order to promote the success of every student. In late fall ISLCC 2014 standards are being adopted, which have an additional five standards. The state expects that districts will incorporate those standards as they formulate their implementation of a principal evaluation model.

- **Standard 1: Shared Vision** – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Standard 2: Culture of Learning** – An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Standard 3: Management** – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Standard 4: Family and Community** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Standard 5: Ethics** – An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **Standard 6: Societal Context** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

In Practice

All of the professional standards must be included in the evaluation system when the system is fully implemented. Districts may roll out use of the standards in phases. For example, in the first year of implementation, districts may gather evidence and hold principals accountable for standards 1, 2, 3, and 5. In the second year of implementation, principals would also be held accountable for standards 4 and 6. By the third year, principals also provide evidence for standard 7. In addition, districts may decide to place more emphasis on some standards than on others. This might mean, for example, that principals would be required to provide different amounts of evidence for different standards.

Each of these standards is further defined by a set of indicators which provide more detail about the practices that are important for exercising effective leadership in the area of the standard.

The ISLLC standards present foundational principles upon which educational leadership is grounded. Embedded within these six standards is a concern for the academic achievement and growth of all students. To emphasize the importance of the principal's role in supporting growth in student achievement, the *State Template* includes a seventh standard:

- **Standard 7: Student Achievement Growth** – An educational leader promotes the academic achievement and growth of every student and promotes an educational culture that understands and values the assessment of growth, the analysis of data, and the development of student learning objectives that match the expectations of the school’s high standards.

The professional standards that undergird the *State Template* for principal evaluation are fully aligned with the ISLLC standards as required by the *Guidelines*. Six of the seven standards **are** the ISLLC standards and the seventh standard is aligned with indicators associated with ISLLC Standard 2 and ISLLC Standard 4 as shown in Figure 1.

Standard 2E Develops assessment and accountability systems to monitor student progress	Standard 7B Data-driven leadership: evidences meaningful school-wide professional learning that emphasizes all types and reporting levels of student achievement data.
Standard 2I Monitors and evaluates the impact of the instructional program	Standard 7C Instructional improvement: guides teachers to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.
Standard 4A Collects and analyzes data and information pertinent to the educational environment	Standard 7A Student achievement data literacy: evidences foundational knowledge and use of state-, district-, and school-level student achievement and growth data.

Figure 1: Alignment of Standard 7 with ISLLC Standards 2 and 4

The *State Template* measures principal performance against these seven standards and their associated indicators, which are included in the rubrics provided in Appendix A. The Standards by design and through practice provide assurance that principals will guide teachers and teachers will teach students to the highest academic content and achievement expectations. The Standards in the *State Template* articulate and foster sound professional practices fully aligned to the ISLLC standards. Each Standard supports the advancement of educational leadership competencies that are likely to result in meaningful student growth and academic achievement.

<p style="text-align: center;">The <i>State Template</i>’s Standards</p> <p>The <i>State Template</i> reports out on all six ISLLC standards and a Student Achievement Growth Standard that is aligned to sub-elements in two of the ISLLC standards. Throughout the <i>State Template</i> the term “Standards” refers to the six ISLLC standards and the Student Achievement Growth Standard. Refer to Appendix A for a complete listing of the seven standards used in the <i>State Template</i> principal evaluation process.</p>
--

Levels for Defining Principal Performance

The *Guidelines* require that principal evaluation systems use at least four levels to differentiate principal performance. The *State Template* uses the four performance levels described in the *Guidelines*, namely:

Level 1, Non-Proficient:

Individual principal performance that does not meet the level of performance specified within a standard or general category, is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth;

Level 2, Developing Proficiency:

Individual principal performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps;

Level 3, Proficient:

Individual principal performance that demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to measurable student growth or closing achievement gaps;

Level 4, Exemplary:

Individual principal performance that exemplifies commendable or superlative effort, is marked by creativity and unique contributions to the profession, and/or has contributed to significant student growth or closing achievement gaps.

Evaluation Measures

The *Guidelines* require that principal evaluation systems incorporate multiple valid measures that are clearly related to increasing the leadership competencies expressed by the standards that are the basis of the evaluation system. The *State Template* includes measures that address student academic achievement, professional practice, and school culture, as described in this section.

- a. *Student growth and achievement.* Student growth and achievement measures incorporate performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and incorporate appropriate other non-standardized assessments in other non-tested subjects and grades as follows:
 - i. North Dakota State Assessment (required but not more important than other measures)
 - ii. School graduation rates (high schools only)
 - iii. School attendance rate

In Practice

Districts may select from a variety of measures. See the ND Principal Evaluation Guidelines for a more extensive list than is included here. The only required measures are ND state assessments where applicable and supervisor observation of performance.

- iv. School ACT or SAT achievement data (high schools only)
- v. School Advanced Placement exams achievement and participation data (high schools only)
- vi. District/school interim assessment achievement data (e.g., NWEA)
- vii. District benchmark assessment data
- viii. School classroom or curriculum-based assessment data
- ix. Other student growth and achievement measures (e.g., student learning objectives) determined by the school

Student growth and achievement information is incorporated in the principal evaluation system through the inclusion of Standard 7. Principals must provide evidence (e.g., portfolio, agendas from professional development sessions, analysis of the student assessment data listed in “a.” above) that they address the components of that standard which include student achievement data literacy, data-driven leadership, instructional improvement, and student growth (see Appendix A). Taken together, these components require principals to demonstrate that they know how to collect, analyze, interpret, and use a variety of student achievement and other data to improve instruction and student achievement.

In Practice

Districts must explain how they will meaningfully incorporate student achievement and growth in evaluating principal performance. They should gather evidence about principal performance in terms of the following indicators: student achievement data literacy, data-driven literacy, instructional improvement, and student growth. Districts may develop additional indicators to show their commitment to student achievement gains.

- b. *Supervisory observation.* Supervisory observation includes a variety of measures that provide evidence of the principal’s professional practice and ability to establish a positive school culture that supports teacher and student learning. These measures include:
 - i. Supervisor’s performance observations (using the rubrics in Appendix A)
 - ii. Portfolio compiled by the principal
 - iii. School climate survey
 - iv. 360° Surveys (direct feedback from self-supervisor-peers-subordinates)
 - v. Artifacts that detail parent and community outreach efforts, including evidence of communication and consultations with parents
 - vi. School improvement plan
 - vii. Artifacts that are related to current or previous goals (see Appendix C for examples)

Recording and Compiling Summary Performance

A high quality principal evaluation system allows a supervisor to apply a common measure across various criteria and to record these measures in a succinct, accessible manner for all principals, regardless of school organization. The *State Template* specifies four performance levels to record principal performance against the Standards. Appendix A presents the four-level rubric against which a principal’s performance might be determined in terms of each of the Standards. The rubrics guide the user through the various performance levels that reflect a continuum of

adherence to the indicators associated with each Standard. These rubrics help the user interpret the Standards in a manner that is both respectful to the performance of the principal and the level of performance implied within the Standards. As such, the *State Template's* rubrics are the primary reference definitions that ensure a valid and reliable evaluation.

Performance Determination for Standards. Appendix B presents a set of forms (one for each Standard) that is used to guide the review and interview aspects of the evaluation process and to record actual performance determinations for each of the Standards. Supervisors assign a performance level to each of the indicators associated with the Standard, using various sources of evidence. Each indicator is weighted equally in arriving at an overall performance determination for the Standard. Figure 2 provides an example of a completed form for Standard 1: Shared Vision.

In Practice

Districts may decide to use a paper-based or an electronic spreadsheet format for their summary performance report to suit local administrative preferences.

Standard 1: Shared Vision				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Performance Level	Measure Weighting Percentage	Measure Weighted Value	Cumulative Determination Label
A. Collaboratively develops and implements a shared vision and mission.	3.0	20%	0.6	Proficient
B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	4.0	20%	0.8	Exemplary
C. Creates and implements plans to achieve goals.	2.0	20%	0.4	Developing Proficiency
D. Promotes continuous and sustainable improvement.	3.0	20%	0.6	Proficient
E. Monitors and evaluates progress and revises plans.	4.0	20%	0.8	Exemplary
Standard 1: Shared Vision Combined Determination		100%	3.2	Proficient
Evidence:				
Comments:				

Figure 2: Example of Completed Performance Determination Form for Standard 1

Summary Performance Report. The *State Template summary performance report form* (Figure 3) is the recording tool used during the evaluation process. The summary performance report form lists each of the Standards, emphasizing that the Standards are front and center within the evaluation process and are the reference for all discussions regarding performance criteria. The summary performance report form guides the user through the content of each of the Standards, organizes and tabulates the determinations for each Standard, and efficiently aggregates all final determinations and supporting comments. Thus, it provides a way for an evaluator to discern both an aggregated and detailed assessment of a principal's overall performance. The summary performance report form also offers ready reference to any evidence that might need to be referenced to support the proper administration of the evaluation effort.

The school district has several options for preparing the summary performance report. The option provided in Figure 3 reports the performance determination for each Standard, without combining those determinations into a single score. The *State Template* can also be used to compile the performance level determinations for the seven standards into a single score (see Appendix G for various options), assigning each indicator a weight.¹ The *State Template* uses a four-point scale (i.e., 1, 2, 3, or 4) when calculating a single score for a principal's summary performance report.²

Summary Performance Report	Performance Level
Standard 1: Shared Vision	
Standard 2: Culture of Learning	
Standard 3: Management	
Standard 4: Family and Community	
Standard 5: Ethics	
Standard 6: Societal Context	
Standard 7: Student Achievement Growth	
Evidence:	
Comments:	

¹ Districts may selectively weight the importance or emphasis of any of the Standards when reaching a single determination. This option offers school districts complete latitude to place greater importance on some Standards versus others, based on local program goals. Weighted targets are entered into the compilation form for use in final tabulations. The NDDPI encourages local school districts to use the electronic spreadsheet version of the weighted compilation form to simplify and ensure the accuracy of the tabulation process.

² Districts may use level descriptors (i.e., Non-Proficient, Developing Proficiency, Proficient, or Exemplary) when recording a principal's final determination. Districts may also use a scale that includes values set at the tenths decimal level (e.g., 3.5). No determination score may exceed 4.0 in value.

Figure 3: Summary Report Form

A primary aim of any principal evaluation system is to advance continual improvement of leadership competencies that will result in a nurturing school environment, high-quality instruction, and improved student outcomes. With its focused attention to the Standards, the *State Template* provides principals with an evaluation of their performance that can direct efforts to develop and monitor an appropriate improvement plan³ that balances consideration of the various leadership skills of a principal.

The *State Template* provides a means for reliably recording and compiling principal evaluation determinations for internal quality assurance tracking and external compliance monitoring within the local district. It offers a balanced assessment of a principal's performance, which provides a common reference point for supervisors to discern a principal's overall successes and any areas that might require improvement.

Evaluation Management, Training, and Stakeholder Involvement

Districts are responsible for managing the implementation of their principal evaluation models; providing appropriate training on the purpose and process of the evaluation system; and engaging various stakeholders in the development, implementation, and evaluation of the overall evaluation model. The *State Template* does not address these aspects of the evaluation system. Districts should convene the appropriate stakeholders to determine the administrative practices that are appropriate for their principal evaluation system. Districts are encouraged to contact NDDPI if they need assistance with any aspect of developing their principal evaluation system.

³ The design and use of local professional improvement plans for principals is a decision for local school districts and lies outside the *State Template*'s purpose. The NDDPI encourages local school districts to carefully consider the purpose of a quality principal evaluation system based on the Standards and provide improvement supports to all principals as part of the evaluation experience.

Appendix A:

District Principal Evaluation Template Performance Determination Rubrics

North Dakota Principal Evaluation Template

Performance Determination Rubrics: Standard 1 - Shared Vision

Standard 1: Shared Vision: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
Indicator	Exemplary / 4	Proficient / 3	Developing Proficiency / 2	Non-Proficient / 1
A. Collaboratively develops and implements a shared vision and mission.	The school's vision and mission are clear and have been developed with all stakeholders involved. The whole school community is involved in school improvement efforts.	The school's vision and mission are clear and have been developed with some stakeholders involved. Parts of the school community are involved in school improvement efforts.	The school's vision and mission is clear and have been developed with a few stakeholders involved. Limited parts of the school community are involved in school improvement efforts.	The school's vision and mission , is unclear . The school community is not involved in school improvement efforts.
B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	All yearly goals have been developed using data with objectives and strategies designed to achieve the vision. All or most barriers to achieving the vision are identified and addressed.	Yearly goals have been developed using data with some objectives and strategies designed to achieve the vision. Some barriers to achieving the vision are identified and addressed.	Yearly goals have been developed using data with a few objectives and strategies designed to achieve the vision. A few barriers to achieving the vision are identified and addressed.	Yearly goals are underdeveloped . Barriers to achieving the vision have been identified or addressed.
C. Creates and implements plans to achieve goals.	Plans are designed to address specific barriers to achieving the vision and school improvement goals. Creative plans are implemented with school support and consistent follow-through.	Plans are created and implemented to specifically address school improvement goals and vision.	Improvement plans only partially address specific school improvement goals. Plans are only partially implemented.	Plans are not created and/or implemented to address school improvement goals.
D. Promotes continuous and sustainable improvement .	Uses an advanced understanding of the systemic change process to employ strategies that result in consistent and sustainable improvement. Organizational capacity is enhanced and the use of the capacity results in significant building improvement.	Uses an understanding of the systemic change process to develop and monitor strategies to ensure continuous improvement. Employs strategies to build organizational capacity,	Demonstrates an incomplete understanding of the systemic change process Improvement strategies do not consistently focus on continuous improvement or on the development of organizational capacity	Demonstrates little or no understanding of the systemic change process. Improvement efforts do not focus on continuous improvement or the development of organizational capacity
E. Monitors and evaluates progress and revise plans .	Goals are regularly monitored and supported with necessary resources. Goals are regularly evaluated and revised as necessary.	Goals are monitored and supported with necessary resources. Goals may be evaluated and revised as necessary.	Goals are infrequently monitored and supported with necessary resources. Goals may be evaluated at the end of the year.	Goals are not monitored and supported with necessary resources. Goals are not evaluated
Sample Evidence:				

North Dakota Principal Evaluation Template

Performance Determination Rubrics: Standard 2 – Culture of Learning

Standard 2: Culture of Learning: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
Indicator	Exemplary / 4	Proficient / 3	Developing Proficiency / 2	Non-Proficient / 1
A.Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.	High expectations for self, students and staff dominate the culture in the school. Organizational support systems effectively align resources for maximum student growth and development.	High expectations for self, students and staff are part of the culture in the school. Organizational support systems align resources for student growth and development.	High expectations for self, students, and staff are part of the culture in the school. Organizational support systems align some resources for student growth and development.	Expectations for self, students, and staff are not high . Resources are not aligned and organized to support student growth.
B.Creates a comprehensive, rigorous, and coherent curricular program.	Leads a collaborative process to enhance and improve existing curriculum, ensuring a comprehensive, rigorous and coherent program	Provides professional development and other school improvement activities designed to help teachers ensure rigor and to enhance and improve existing curriculum	Allows individual teachers to enhance and improve existing curriculum.	Follows existing district curricular program
C.Creates a personalized and motivating learning environment for students.	Templates a genuine interest in the personal success of every student. Creates a school culture that is motivating for staff and student Ensures that school resources, processes, structures and capacity are aligned to meet individual student needs.	Creates an environment in the building that allows for personalized learning, including aligning resources, building capacity, developing processes and structures. Develops a building wide focus on personalized learning	Supports individual teacher efforts to develop- and sustain personalized learning. Provides professional development to support the development of personalized and motivating learning environments	Inconsistently monitors the learning environment for students. Inconsistent efforts to create a personalized and motivating environment
D.Supervises instruction.	Organizes building to allow for multiple observers of classroom instruction , and multiple opportunities for frequent constructive and meaningful feedback	Consistently monitors classroom instruction and provides consistent and frequent constructive feedback	Inconsistent observations of classroom instruction. Observations result in meaningful feedback to teachers	Infrequent or inconsistent observations of classroom instruction. Inconsistent feedback to teachers . Feedback is not useful or meaningful
E. Develops assessment and accountability systems to monitor student progress.	Facilitates use of the assessment and accountability systems by teachers, students and parents to monitor student progress and improve teaching and learning. Assists others in establishing	Uses assessment and accountability systems to monitor student progress and identify patterns and trends in student performance. The systems include multiple sources of data that provide information about progress toward improvement goals. Data from the	Develops assessment and accountability systems that include several sources of data to monitor student progress. Data from one system does not inform the other. Data from the systems are not used to make changes that	Does not establish a formal assessment or accountability <i>system</i> . Uses a single source of data to monitor student progress. Focuses accountability on compliance rather than improvement.

	effective assessment and accountability systems.	systems are used to improve teaching and learning.	will lead to improved student learning.	
F. Develops the instructional and leadership capacity of staff.	Professional development is focused on the school's specific student learning needs . Lifelong learning is encouraged and modeled.	Professional development is planned to consider student learning needs . Lifelong learning is encouraged.	Professional development is rarely planned to consider student learning needs. Lifelong learning is rarely encouraged.	Professional development does not address the student learning needs. Lifelong learning is not modeled or encouraged.
G. Maximizes time spent on quality learning .	Demonstrates an advanced understanding of quality teaching. Provides individualized support for teachers . High quality teaching is evident throughout the building	Demonstrates a complete understanding of quality teaching. Reinforces quality teaching in the building through frequent observation, feedback, modeling, professional development and support of teachers	Demonstrates an inconsistent understanding of quality teaching. Actions partially support quality teaching throughout the building	Demonstrates little understanding of quality teaching . Actions do not support quality teaching throughout the building
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning .	Student learning throughout the school is consistently supported by best practices , the use of data and appropriate technologies in teaching and learning. Barriers to student learning are systematically identified, clarified, and address .	Student learning is often supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are often identified and addressed .	Student learning may occasionally be supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are rarely identified and addressed .	Best practices, the use of data and technologies are not used to support learning . Barriers to student learning are not identified .
I. Monitors and evaluates the impact of the instructional program .	Engages staff and students in the continuous improvement of the instructional program through the monitoring process. Works with staff to identify additional sources of data that will provide information about the effectiveness of the instructional program.	Uses multiple sources of data, including perception data from staff, students, and parents, to monitor and evaluate the impact of the instructional program. Ensures that monitoring is systematic and occurs frequently. Provides guidance to staff and time for them to work together to use data for monitoring, evaluating, and improving the instructional program.	Monitors the instructional program and promotes the use of disaggregation of data on an irregular basis. Uses only standardized assessments to evaluate the impact of the instructional program.	Does not promote use of data for monitoring purposes. Uses own opinion or the opinions of others, rather than data, to evaluate the impact of the instructional program.
Sample Evidence:				

North Dakota Principal Evaluation Template

Performance Determination Rubrics: Standard 3 - Management

Standard 3: Management: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.				
Indicator	Exemplary / 4	Proficient / 3	Developing Proficiency / 2	Non-Proficient / 1
A.Monitors and evaluates the management and operational systems .	Uses school strategic planning process to align all school management and operational functions to ensure student achievement goals. Consistently monitors and revises to ensure that systems are meeting their goal. Develops new systems to meet needs.	Consistently monitors and revises to ensure that management and operational systems are meeting their goal. Identifies and prioritizes needs and challenges to ensure success. Develops new systems as needed.	Utilizes existing systems for management and operational functions. Inconsistently monitors, evaluates and revises the functioning of these systems.	Does not monitor and evaluate management and operational systems.
B.Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources .	School operational and organizational systems are managed efficiently and effectively , and monitored regularly to provide a safe, healthy, aesthetically pleasing and effective instructional environment. Fiscal resources are managed responsibly, efficiently and effectively . All school human, material, physical and time resources are managed to maximize organizational goals .	School operational and organizational systems provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly . School human, material, physical and time resources are often focused on school goals .	The school's instructional environment is frequently ineffective due to poorly managed operational and organizational systems. The physical environment may be unsafe, unhealthy, and /or unattractive . Fiscal resources are not systematically managed . The school's human, material, physical and time resources are often not used to support school goals.	School operational and organizational systems do not support an instructional environment . The school's physical environment is unsafe, unhealthy, and/or unattractive . The school's human, material, physical and time resources are not managed to support organizational goals.
C.Promotes and protects the welfare and safety of students and staff .	Collaborates with students and staff to develop , follow and consistently maintain safety and behavioral expectations. Behavioral and safety expectations promote student achievement .	Consistently upholds and communicates safety and behavioral expectations with students and staff. Creates systems to reinforce expectations.	Clearly communicate and safety and behavioral expectations to students and staff. Reinforces expectations.	Inconsistently communicates and upholds safety and behavioral expectations.

D.Develops the capacity for distributed leadership .	Emerging trends and potential problems are identified, studied and confronted in a timely manner. Effective communication skills are evident throughout the school population.	Some emerging trends and potential problems are identified and confronted . Communication skills are effective in some segments of the school population.	Trends and potential problems are sometimes identified . Communication skills are inconsistent throughout the school population.	Trends and potential problems are rarely identified . Communication skills are ineffective throughout the school population.
E.Ensures teacher and organizational time are focused to support quality instruction and student learning .	Creates and provides focused and quality individualized professional development based on staff, small group and individual needs	Provides meaningful, focused, quality professional development focused on classroom instructional improvement and based on staff needs .	Provides professional development focused on specific classroom instructional practices	Provides professional development not based on the needs of staff . Professional development is random, without a focus on improving specific classroom instructional practices
Sample Evidence:				

North Dakota Principal Evaluation Template

Performance Determination Rubrics: Standard 4 – Family and Community

Standard 4: Family and Community: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Indicator	Exemplary / 4	Proficient / 3	Developing Proficiency / 2	Non-Proficient / 1
A. Collects and analyzes data and information pertinent to the educational environment.	Collects and analyzes data pertinent to the educational environment on an ongoing basis and from diverse stakeholders, including school families and the broader community. Involves students, staff, and parents in using data about the educational environment for continuous improvement.	Collects and analyzes data and information pertinent to the educational environment from several sources, including school families, and uses it to make related improvements.	Collects and analyzes a data and information that is pertinent to the educational environment, but limited to a few sources.	Uses own opinions and beliefs, rather than data, as the sources of information about the educational environment.
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.	Diversity is recognized and valued . The school and community serve one another as resources .	Diversity is recognized and tolerated . The school and community participate in collaborative ventures .	Diversity is rarely acknowledged or valued . The school and community collaboration is minimal .	Diversity is not acknowledged . The school and community do not communicate or collaborate .
C. Builds and sustains positive relationships with families and caregivers .	Highly visible to the public, staff and students. Involves parents in all levels of appropriate decision making, including decisions pertaining to their student as well as school decision making process. Works to maintain and build positive relationships with all parents.	Highly visible to the public, staff and students. Responsive to parents needs and concerns. Involves parents with decision making about their student.	Visible to public, students, and staff. Informs parents of decisions involving their student. Inconsistently responsive to parental concerns	Inconsistently visible to public, staff, and students. Inconsistently responsive to parental concerns. Inconsistently updates parents on decisions involving their student.
D. Builds and sustains productive relationships with community partners .	High visibility, active involvement and communication with the larger community are a school priority. Multiple partnerships are established with area businesses, institutions of higher education, and community groups. Effective media relations are developed and maintained.	The school is committed to involvement and communication with the larger community. One or more partnerships are established with area businesses, institutions of higher education and community groups. The school seeks positive media relations .	Visibility, involvement and communication with the larger community are minimal . Limited relationships with community groups. The school rarely pursues positive media relations.	The school does not communicate with the larger community. The school has few or no partnerships with community groups. The school does not pursue positive media relations .
Sample Evidence:				

North Dakota Principal Evaluation Template
Performance Determination Rubrics: Standard 5 - Ethics

Standard 5: Ethics: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Indicator	Exemplary (4 points)	Proficient (3 points)	Developing Proficiency (2 points)	Non-Proficient (1 point)
A. Ensures a system of accountability for every student's academic and social success.	Fosters a shared responsibility of all staff members to be accountable for student academic growth, including growth in subgroups and narrowing achievement gaps	Fosters a shared responsibility of all staff members to be accountable for student academic growth	Fosters an inconsistent sense of responsibility of all staff members to be accountable for student academic growth	Does not foster a shared responsibility for academic growth. Staff do not consider themselves responsible for the academic growth of all students
B. Templates principles of self-awareness, reflective practices, transparency, and ethical behavior.	Demonstrates values and attitudes that inspire others to higher levels of performance. Considers the impact of administrative practices on others.	Demonstrates values and attitudes that are acceptable to the school community . Occasionally considers the impact of administration practices on others.	People are usually treated fairly . Inconsistently considers the impact of administrative practices on others.	People are not treated fairly . Attitude discourages high levels of performance. Ignores the impact of administrative practices on others.
C. Safeguards the values of democracy, equity, and diversity.	Actively promotes the values of democracy, equity and diversity by developing programs, structures, processes and practices to promote these values	Ensures that school processes, structures and practices maintain the values of democracy, equity and diversity	Supports the values of democracy, equity, and diversity.	Actions inconsistently support the values of democracy, equity, and diversity.
D. Considers and evaluates the potential moral and legal consequences of decision-making.	Demonstrates a personal and professional code of ethics. Examines personal and professional values, serves as a role template and uses the influence of the office to enhance the educational program.	Demonstrates awareness of professional ethics. Examines professional values, serves as a role template and occasionally uses the influence of the office to enhance the educational program.	Inconsistently demonstrates awareness of professional ethics. Inconsistently viewed as a role template and occasionally uses the influence of the office for personal gain.	Does not demonstrate a code of ethics. Is not accepted as a role template and uses the influence of the office for personal gain.
E. Promotes social justice and ensures that individual student needs inform all aspect of schooling.	Actively develops school programs, structures, processes and practice to promote social justice and ensure that individual student needs inform all aspect of schooling	Use principles of social justice and individual student needs to guide decision making	Supports the value of social justice and individual student need	Actions inconsistently promote social justice and ensure the individual student needs are met.
Sample Evidence:				

North Dakota Principal Evaluation Template

Performance Determination Rubrics: Standard 6 – Societal Context

Standard 6: Societal Context: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.				
Indicator	Exemplary (4 points)	Proficient (3 points)	Developing Proficiency (2 points)	Non-Proficient (1 point)
A. Advocates for children, families, and caregivers.	Empowers and encourages staff, children and families to advocate for themselves resulting in high levels of student achievement	Templates advocacy for children and families resulting in student improvement and success.	Advocates for children and families resulting in student successes.	Limited advocacy for children and families. Little to no impact on student success.
B. Acts to influence local, district, state, and national decisions affecting student learning .	The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities. Public policy is shaped to provide quality education for students. Lines of communication are developed with decision makers outside the school community.	Parts of the school community works within the framework of policies , laws and regulations enacted by local state and federal authorities. May occasionally seek input to public policy on behalf of students. Some lines of communication exist with decision makers outside the school community.	The school occasionally violates policies, laws and regulations enacted by local, state and federal authorities. The school rarely uses political means to support education. Minimal communication lines exist with decision makers outside the school community.	The school violates the framework of policies, laws and regulations enacted by local, state, and federal authorities. The school does not participate in shaping policy. There are no lines of communication with decision makers outside the school community.
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies .	The environment in which schools operate is influenced on behalf of students and their families . Regular communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	The school studies ways in which the environment in which schools operate may be influenced on behalf of students and their families. Communication processes have been initiated among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	The school has limited involvement with the environment in which schools operate. There may be some communication among the school community concerning changes in the environment.	The school has no involvement with the environment in which schools operate. There is no communication among the school community concerning changes in the environment.
Sample Evidence:				

North Dakota Principal Evaluation Template
Performance Determination Rubrics: Standard 7 – Student Achievement Growth Indicator

Standard 7: Student Achievement Growth Indicator: An educational leader promotes the academic achievement and growth of every student and promotes an educational culture that understands and values the assessment of growth, the analysis of data, and the development of student learning objectives that match the expectations of the school high standards.				
Indicator	Exemplary / 4	Proficient / 3	Developing Proficiency / 2	Non-Proficient / 1
A. Student achievement data literacy: evidences foundational knowledge and use of state-, district-, and school-level student achievement and growth data.	The principal demonstrates an advanced knowledge of the interpretation and use of student achievement data. A variety of student achievement data and advanced statistical techniques are used to interpret student data. Additional data collection methods are used beyond those provided. Data is used to make decisions regarding school improvement, leadership and governance	The principal demonstrates a solid knowledge of the interpretation and use of student achievement data. The principal uses a variety of student achievement data to make decisions regarding school improvement, leadership and governance	The principal demonstrates a growing understanding of the interpretation and use of student achievement data. Limited or simple data is used to make decisions regarding school improvement, leadership and governance	The principal demonstrates little to no knowledge of the interpretation or use of student achievement data. Data is not used to make decisions regarding school improvement, leadership and governance
B. Data-driven leadership: evidences meaningful school-wide professional learning that emphasizes all types and reporting levels of student achievement data.	The principal develops and leads professional learning that demonstrates a significant impact on student learning.	The principal leads or provides meaningful professional learning that emphasizes all types and reporting levels of student achievement data resulting in impacts on student learning.	The principal leads or provides school professional learning featuring limited use of or types of student achievement data. There is limited evidence of impact on student learning	The principal does not lead or provide professional learning that emphasizes the use of and types of student achievement data
C. Instructional improvement: guides teachers to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.	School staff uses student achievement data as a normal and regular professional practice to measure standards-based curricular claims/student learning objectives. Principal guides school staff to use student performance data for a wide variety of purposes. The use of student data results in	The principal guides school staff in the interpretation and use of student achievement data. Data is used by teachers to develop and measure curriculum and student learning goals. The use of data to measure student learning goals results in impacts on student learning	Under the principal's guidance, school staff use data for limited purposes or use limited data to make instructional decisions. Most instructional decisions are made without the use of data. Staff data use results in little or no improvement to student achievement	The principal does not guide school staff to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives

	significant impacts on student learning.			
D. Student Growth: students in the school demonstrate measureable growth and achievement on specified standardized and non-standardized measures	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals ; there is consistent record of improved student achievement , on multiple indicators, with identified sub-groups of students.	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each sub-group of students who are identified as needing improvement.	Achievement data from multiple sources or data points show minimum evidence of student growth toward the district's learning goals for identified sub-groups of students.	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals ; there are growing achievement gaps between student sub-groups.
Sample Evidence:				

Note: The rubrics for Standard 7: Student Achievement Growth Indicator are consistent with those for AdvancED's Student Performance Evaluative Criteria, D. Student Growth Indicator which includes components for quality of learning and equity of learning (see Figure A.1). Evidence gathered for AdvancED purposes may also be appropriate as evidence for meeting Standard 7 in the principal evaluation system.

Figure A.1: AdvancED Student Performance Evaluative Criteria: D. Student Growth Indicator

E. Student Growth: Quality of Learning (AdvancED)	Evidence of student learning promoted by the institution is well analyzed and clearly presented . In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity . In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity . In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Evidence of student learning promoted by the institution is poorly analyzed and is presented unclearly . In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is substantially below what would otherwise be expected.
F. Student Growth: Equity of Learning (AdvancED)	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined .	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined .	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline .	Evidence of student learning indicates achievement gaps exist among subpopulations of students and that minimal or no change has occurred in these achievement gaps.

Appendix B:
Principal Evaluation Template Performance Determination Forms

North Dakota Principal Evaluation Template
Performance Determination Form: Standard 1 – Shared Vision

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

Standard 1: Shared Vision				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Performance Level	Measure Weighting Percentage	Measure Weighted Value	Cumulative Determination Label
A. Collaboratively develops and implements a shared vision and mission.		20%		
B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.		20%		
C. Creates and implements plans to achieve goals.		20%		
D. Promotes continuous and sustainable improvement.		20%		
E. Monitors and evaluates progress and revise plans.		20%		
Standard 1: Shared Vision Combined Performance Determination		100%		
Evidence:				
Comments:				

North Dakota Principal Evaluation Template

Performance Determination Form: Standard 2 – Culture of Learning

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

Standard 2: Culture of Learning				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Performance Level	Measure Weighting Percentage	Measure Weighted Value	Cumulative Determination Label
A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.		11.1%		
B. Creates a comprehensive, rigorous, and coherent curricular program.		11.1%		
C. Creates a personalized and motivating learning environment for students.		11.1%		
D. Supervises instruction.		11.1%		
E. Develops assessment and accountability systems to monitor student progress.		11.1%		
F. Develops the instructional and leadership capacity of staff.		11.1%		
G. Maximizes time spent on quality learning.		11.1%		
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning.		11.1%		
I. Monitors and evaluates the impact of the instructional program.		11.1%		
Standard 2: Culture of Learning Combined Performance Determination		100%		
Evidence:				

Comments:

North Dakota Principal Evaluation Template

Performance Determination Form: Standard 3 - Management

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

<i>Standard 3: Management</i>				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>	<i>Cumulative Determination Label</i>
A. Monitors and evaluates the management and operational systems.		20%		
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.		20%		
C. Promotes and protects the welfare and safety of students and staff.		20%		
D. Develops the capacity for distributed leadership.		20%		
E. Ensures teacher and organizational time are focused to support quality instruction and student learning.		20%		
Standard 3: Management Combined Performance Determination		100%		
Evidence:				
Comments:				

North Dakota Principal Evaluation Template
Performance Determination Form: Standard 4 – Family and Community

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

<i>Standard 4: Family and Community</i>				
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>	<i>Cumulative Determination Label</i>
A. Collects and analyzes data and information pertinent to the educational environment.		25%		
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.		25%		
C. Builds and sustains positive relationships with families and caregivers.		25%		
D. Builds and sustains productive relationships with community partners.		25%		
Standard 4: Family and Community Combined Performance Determination		100%		
Evidence: :				
Comments:				

North Dakota Principal Evaluation Template Performance Determination Form: Standard 5 - Ethics

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

<i>Standard 5: Ethics</i>				
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>	<i>Cumulative Determination Label</i>
A. Ensures a system of accountability for every student's academic and social success.		20%		
B. Templates principles of self-awareness, reflective practice, transparency, and ethical behavior.		20%		
C. Safeguards the values of democracy, equity, and diversity.		20%		
D. Considers and evaluates the potential moral and legal consequences of decision-making.		20%		
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling.		20%		
Standard 5: Ethics Combined Performance Determination		100%		
Evidence:				
Comments:				

North Dakota Principal Evaluation Template
Performance Determination Form: Standard 6: Societal Context

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

<i>Standard 6: Societal Context</i>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal, and cultural context.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>	<i>Cumulative Determination Label</i>
A. Advocates for children, families, and caregivers.		33.3%		
B. Acts to influence local, district, state, and national decisions affecting student learning.		33.3%		
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.		33.3%		
Standard 6: Societal Context Combined Performance Determination		100%		
Evidence:				
Comments:				

North Dakota Principal Evaluation Template
Performance Determination Form: Standard 7 – Student Achievement Growth

Following the evaluation interview and review of evidence, enter the performance level for each indicator. The measure weighted value will be calculated automatically. Then enter the standard-level performance determination value. The cumulative determination label will be assigned automatically.

Standard 7: Student Achievement Growth				
An educational leader promotes the academic achievement and growth of every student and promotes an educational culture that understands and values the assessment of growth, the analysis of data, and the development of student learning objectives that match the expectations of the schools high standards.	Performance Level	Measure Weighting Percentage	Measure Weighted Value	Cumulative Determination Label
A. Student achievement data literacy: evidences foundational knowledge and use of state-, district-, and school-level student achievement and growth data.		25%		
B. Data-driven leadership: evidences meaningful school-wide professional learning that emphasizes all types and reporting levels of student achievement data.		25%		
C. Instructional improvement: guides teachers to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.		25%		
D. Student Growth: students in the school demonstrate measureable growth and achievement on specified standardized and non-standardized measures.		25%		
Standard 7: Student Achievement Growth Combined Performance Determination		100%		
Evidence: (It may be appropriate to consider evidence that was gathered for AdvancED student growth indicators (quality of learning and equity of learning.)				
Comments:				

--

**North Dakota Principal Evaluation Template
Summary Performance Report Form**

Summary Performance Report	Performance Level
Standard 1: Shared Vision	
Standard 2: Culture of Learning	
Standard 3: Management	
Standard 4: Family and Community	
Standard 5: Ethics	
Standard 6: Societal Context	
Standard 7: Student Achievement Growth	
Evidence: (Note: It may be appropriate to include evidence gathered for AdvancED student growth indicators (quality of learning and equity of learning.)	
Comments:	

Appendix C:

Examples of Artifacts that Could Provide Evidence for Rubrics

Note: Artifacts used as evidence should align with duties and responsibilities. Not every artifact will be applicable to all principals.

ARTIFACTS	I. Vision, Mission and Goals	II. Instructional Leadership	III. Operations/ Resources	IV. Student and Staff Safety	V. School and Community Relationships	VI. Ethical and Cultural Leadership
School vision and mission statements	❖					
School goals	❖					
Progress on school goals	❖	❖				
Stakeholder surveys (parents, teachers, students, community)	❖	❖	❖	❖	❖	❖
School improvement plans	❖	❖				
Minutes of planning sessions	❖	❖	❖	❖	❖	
Progress on school improvement plans	❖	❖	❖	❖	❖	
Formal and informal observations		❖		❖	❖	❖
School/staff meeting agendas	❖	❖	❖	❖	❖	
Goal setting statements	❖	❖				
Student Learning Targets developed by teachers and principals	❖	❖				
Data notebooks/data retreats		❖				
Teacher action research		❖				
Records of involvement in professional organizations and activities		❖				
Staffing plans			❖			
Teacher lesson plans		❖				
Schedules and meetings of professional learning communities	❖	❖				
Curriculum maps aligned to standards		❖				❖
Changes in curriculum and instruction based on student data		❖				
Documentation of instructional practices used in the school		❖				❖
Teachers' professional learning opportunities aligned to teacher standards		❖	❖			
Hiring calendar and process			❖			
School budget			❖			
Teacher turnover rates			❖			
Completed teacher evaluations			❖			
Teacher professional growth plans			❖			❖
Community partnerships and their outcomes					❖	❖
Estimated community resources leveraged by the school				❖	❖	
Public services supported by the school			❖	❖	❖	
Parent and student handbooks	❖			❖		
Communication logs and other feedback					❖	
Discipline referrals	❖			❖		
Parent newsletters					❖	
Parent Organization/association rosters					❖	
Family engagement in school-based activities					❖	
School Web-site	❖	❖	❖		❖	
Mentoring/Internship		❖			❖	
Principal professional growth plan		❖	❖	❖	❖	
Media Relations					❖	

Appendix D:

Sample Principal Evaluation Process (adapted from Minnesota)

Articulating a systematic process for principal evaluation ensures that everyone knows what is expected and helps ensure that the evaluation system accomplishes its goal of improving leadership practice to support high quality teaching and learning. Table 1 summarizes a process for principal evaluation that includes six stages. The first five stages are formative and designed to help principals identify strengths and address areas that require more attention. An explanation of each stage of the process follows Figure 1, which illustrates the six stages.

Table 1: Principal Evaluation Process

Stage	Purpose	Timeline
Orientation on Process	Formative	June - August
Pre-Planning (by principal)	Formative	June - August
Goal Setting Conference (principal with supervisor)	Formative	August - September
Evidence Collection and Monitoring of PGP	Formative	September - December
Formative Conferencing	Formative	October - February
End of Year Summative Conference	Summative	By March 15

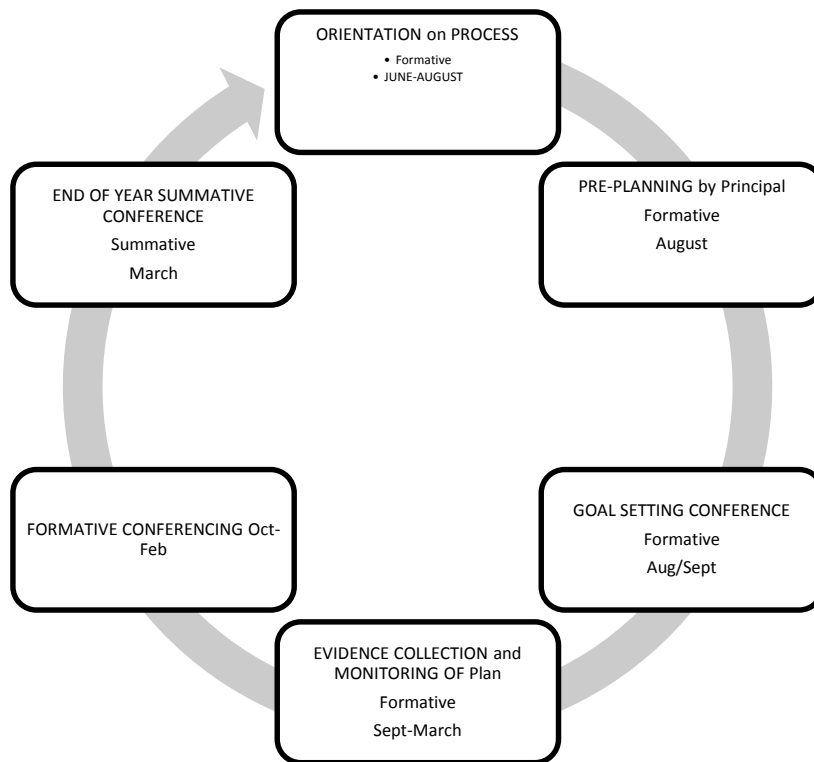


Figure 1: Principal Evaluation Process

ORIENTATION on PROCESS

(Formative)

(JUNE – AUGUST)

The superintendent or supervisor will lead the evaluation process, including discussion of the process and documents with the principal. The superintendent or designee will provide the principal with the following materials:

- Job Description Review
- Orientation on District Process & Policy
- Review of Terminology
- Review of Documents (Professional growth plan with timeframe and measurements/assessments; and principal evaluation form)
- Review evaluation includes formative actions/supervision leading to summative evaluation.

PRE-PLANNING by Principal

(Formative)

(AUGUST)

After the orientation on process, the principal will develop a professional growth plan (PGP) aligned with personal and professional development needs. The principal will review student achievement data, the prior year's evaluation results, and other relevant data. The principal will use these data sources to:

- Reflect on his/her leadership practice
- Self-assess current performance with student achievement, aligned with the school improvement plan
- Self-assess current performance with teacher data
- Draft a professional development growth plan including identified performance goals, evidence, timeline(s), resources, and responsibilities

GOAL SETTING CONFERENCE

(Formative)

(AUGUST – SEPTEMBER)

(principal with supervisor)

The supervisor will receive the principal's draft of the PGP and schedule a meeting to discuss the PGP with the principal. At this meeting, the supervisor and principal will discuss, review, and finalize the PGP. Also a part of the discussion will include possible remediation or action if the performance goals or PGP are not met. At the conclusion of this meeting, the two will have agreed upon:

- Performance goals and measurements
- Data and evidence to be collected to support the PGP
- PGP
- Action plans for remediation
- Review the evaluation process overall

**EVIDENCE COLLECTION and
MONITORING OF PGP**

(Formative)

(SEPTEMBER – DECEMBER)

It is recommended that the supervisor and principal meet and review the PGP per quarter, similar to student report cards/parent conferences.

- The principal will work on performance goals and collect evidence agreed upon in the goal setting conference. Evidence will include data agreed upon in goal-setting conference and other data that will support the formative supervision and summative evaluation.

FORMATIVE CONFERENCING

(Formative)

(OCTOBER – FEBRUARY)

The supervisor and principal will meet to discuss the PGP and evidence. The PGP can be adjusted as agreed upon by both supervisor and principal. Each conference explicit discussion will occur regarding PGP, performance goals and measures, evidence and data. Conclusions from the meeting(s) will be added to the PGP.

END OF YEAR SUMMATIVE CONFERENCE (Summative)

(BY MARCH 15)

The principal will submit a final self-review, with evidence, and data aligned with the PGP to the supervisor. After the supervisor has reviewed the self-review, data, and evidence, he or she will prepare written summary (rating, scoring, narrative...etc.) for the principal. The principal will be given the review to read PRIOR to the summative conference. The supervisor and principal will meet to discuss the supervisor's review and the principal's self-review. The end of the year summative conference will include discussion of accomplished performance goals, the summative review, and tentative performance goals and/or remediation actions for upcoming year.

APPENDIX E:

GLOSSARY OF TERMS

360-degree evaluation: A process of receiving feedback from self, supervisors, peers, and subordinates. This is generally completed in a survey format, where results are combined and broken out for comparison purposes.

Combined Determination: One score that is arrived at by taking the average of all of the scores within a Standard or by combining all of the Standard scores and creating one overall score.

Cumulative Determination: One score that is arrived at by taking the average of all of the Standard scores and combining them. With this approach, a person would get a final overall determination of 3, or 3.3, or Proficient.

Data: Sources of evidence that can be quantified such as student performance scores, percentiles, attendance, graduation rates, extra-curricular participation, or parent attendance at parent teacher conferences, or teacher involvement rates in professional development activities.

Determination Rubric: A rubric used to rate performance that is aligned to four levels of performance: Exemplary, Proficient, Developing Proficiency, and Non-Proficient.

Determination Scores: A rating score written as a number or name such as: Exemplary-4, Proficient-3, Developing Proficiency-2 or Non Proficient-1.

Element Level: Breaking down Primary Indicators (Standards) to skills written as “elements” or indicators. For example: Primary Indicator (Standard) 1 Vision, has five skills listed as A, B, C, D, and E.

Evaluation (summative): A final summary report evaluation.

Evaluation models: Evaluation systems developed to provide feedback and rate individuals on performance standards. Examples are Marzano, Marshall, McREL, North Dakota, etc.

Evidence: Concrete confirmation of performance behavior, such as minutes from meetings, data from assessments, attendance data from meetings, and observed behavior.

Fidelity: implementing the model as it was designed to be implemented.

Measure Weighted Percentage: A score arrived at by assigning different weights or percentages for different indicators. For example: 20% for A, 30% for B, 20% for C.

Primary Indicator: Basically a standard or domain, which includes a set of skills that relate to key areas. In this document, the Primary Indicators are the Six ISLLC Standards plus a Student Performance Standard.

Professional Growth Plan (PGP): A document that include steps to take to increase performance. It can be adjusted as needed, and as agreed upon by both supervisor and principal.

Self-reflection: Principal reviews summative report and reflects for the future goals.

Supervision (formative): A process where feedback is provided during the process of evaluation; sometimes referred to as assessment *for* growth, instead of assessment *of* growth.

Supervisor responsibilities: A list of job responsibilities, generally listed in a job description.

Template Form: A spreadsheet developed for recording determinations (rubric ratings) for each Standard and, depending on district preference, combining performance determinations for a final summary performance report.

Appendix F:

State Principal and Teacher Evaluation Support System Committee Members

Administrators

Name	District	Position	Contact Information
Anderson, Judy	Grand Forks	MS Principal	judy.anderson@gfschools.org 701-740-8411
Hunskor, Tonya	TGU	K-12 Principal	tonya.hunskor@sendit.nodak.edu 701-728-6641
Nybladh, Larry	Grand Forks	Supt.	larry.nybladh@gfschools.org 701-746-2200
Quintus, Steve	Mandan	Assistant Secondary Principal	steve.quintus@msd1.org 701-751-6501
Sullivan, Doug	Dickinson	Supt.	douglas.sullivan@dickinson.k12.nd.us 701-456-0002
Zent, Carol	West Fargo	Elem. Principal	zent@west-fargo.k12.nd.us 701-499-3101

Teachers

Name	District	Position	Contact Information
Bakke, JoNell	Grand Forks	MS Teacher (Retired)	jonell@bakke51@gmail.com 701-775-6031
Belgarde, Kim	Fargo	Elem. Teacher	belgark@fargo.k12.nd.us 701-277-8990
Marlene Srock	Minot	Elem. Teacher	m.srock@sendit.nodak.edu 701-720-5694
Paulsrud, Don	Ashley	HS Teacher	don.paulsrud@sendit.nodak.edu 701-288-3653
Seefeld, Sherry	Fargo	HS Teacher	warners@fargo.k12.nd.us 701-446-5841
Thompson, Joan	Northwood	HS Teacher	joan.thompson.1@sendit.nodak.edu 701-524-2247

At Large

Name	Position	Contact Information
Rust, David	Legislator	drust@nd.gov 701-216-0270
Wardner, Rich	Legislator	rwardner@nd.gov 701-590-1178
Stenehjem, Jim	NDLEAD	jim.stenehjem@ndlead.org 701-258-3022
Nordquist, Neil	Higher Ed	neil.nordquist@minotstateu.edu 701-858-4240

Appendix G:

Summary Performance Report Form Option

Following the evaluation interview and review of evidence, enter the assigned score for each Standard. Multiply the value assigned to the performance level by the measure weighting percentage to obtain the measure weighted value. Sum the measure weighted values to obtain the Cumulative Overall Score and convert to the label (e.g., “proficient”) for that score to obtain the “Cumulative Determination Label.” Note that districts may assign different weights to different standards, thus emphasizing some standards more than others.

Cumulative Determination				
This report combines the determination scores from among each of the seven Primary Indicators (Standards). The cumulative determination score reflects an equal weighting for each Primary Indicator to arrive at a single comprehensive determination.	Performance Level	Measure Weighting Percentage	Measure Weighted Value	Cumulative Determination Label
Standard 1: Shared Vision		14.3%		
Standard 2: Culture of Learning		14.3%		
Standard 3: Management		14.3%		
Standard 4: Family and Community		14.3%		
Standard 5: Ethics		14.3%		
Standard 6: Societal Context		14.3%		
Standard 7: Student Achievement Growth		14.3%		
Cumulative Overall Score		100%		
Evidence:				
Comments:				